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ABSTRACT

The guide outlines a curriculum for developing essential oral language skills in adult learners of English as a Second Language (ESL). It is divided into four topic-based sections, each providing a variety of activities for developing communication skills, including grammatical knowledge and vocabulary. Topics include: personal information (giving personal information, following and giving directions, expressing needs, family relationships, and names of common work-related objects); work (understanding and naming ares in the workplace, naming common work-related objects, action verbs associated with the workplace, giving and responding to directions, responding to questions about likes); health (identifying body parts, related action verbs, common phrases concerning illness, responding to health-related questions, responding to written and oral directions, giving explanations); and friends and co-workers (asking for assistance on the job, asking for information, asking and responding to questions about ability, and responding to and giving sequential directions). An introductory section offers lesson planning suggestions. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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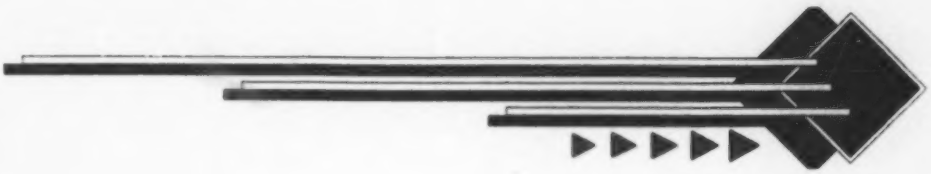

Step One
Essential Oral Skills for Adult ESL Learners

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STEP ONE

Essential Oral Skills for Adult ESL Learners

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INTRODUCTION

STEP ONE

Essential Oral Skills for Adult ESL Learners

STEP ONE is a beginning point for developing essential oral skills in adult ESL learners. Its purpose is to provide activities which will practice critical communication skills, skills which are the preliminary steps necessary for other learning to take place. The strategies built into these activities build skills which will help learners transition into more complex skills. These skills are especially necessary in nontraditional settings where some skills not yet a part of the learner's repertoire may be assumed by those around them in the workplace and their daily lives. The skills acquired in these activities can be used by adults in :

- their community
- the workplace
- adult education classroom

STEP ONE is divided into four sections:

- **All About Me**
- **Work**
- **Health**
- **Friends and Co-Workers**

Each section provides a variety of activities for each topic. All the activities have as their goal improved communication skills on the part of the learner. Following is a chart which delineates the objectives and grammar for each activity for all four topics.

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STEP ONE

Objectives and Grammar by Topic and Activity

Topic	Act	Objective	Grammar
All About Me	#1	Introductions	Simple present of *be*, *like*, and *need*
	#2	Give personal information	Subject Pronouns
	#3	Follow and give directions	Simple imperatives
	#4	Express needs	
	#5	Name family relationships	
	#6	Learn names of common work objects	
Work	#1	Understand and name different areas in the workplace	"This is _____." "There is/are.____."
	#2	Name common work objects	
	#3	Learn action verbs associated with workplace	Simple present of common action verbs
	#4	Give and respond to directions	Prepositions of place
	#5	Response to questions about likes	"I like to _____."
Health	#1	Identify major body parts	
	#2	Generate actions verbs which correspond to major body parts	
	#3	Practice common phrases about illness; give and get directions	Simple imperative
	#4	Response to questions about health	"I feel ____." "My _____ hurts."
	#5	Respond to written and oral directions	
	#6	Give explanations	
Friends and Co-workers	#1	Ask for assistance on the job	Question formation
	#2	Ask for information	*have to, want to, like to*
	#3	Ask and respond to questions about ability	"I can ____." "Can you _____?"
	#4	Respond and give sequence of directions	Imperative

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Lesson Planning Suggestions

There are, of course, many ways to organize a segment of instruction, and many configurations are possible with the activities for each topic in Step One. What is essential in lesson planning is that beginning level English speakers have repeated, uniform, routine language which provides valuable, predictable language practice. The schedule below shows a daily time for total physical response (TPR), a list of commands designed by the teacher which would be related to the various topics. Also important are graphing and chanting activities. Chants have long been recognized in second language instruction as excellent opportunities to promote retention of large pieces of natural language. The rhythm, rhyme, and repetition incorporated in the chants make them both fun activities for students and language activities which are comprehensible to beginning level students. There is a rich resource of appealing chants for adults in Carolyn Graham's *Jazz Chants.* There are several class graphing activities on a pocket chart suggested in the activities for the various topics. Finally, fluency games such as picture bingo and modified 20 questions provide fun, comprehensible ways for students to practice the phrases and vocabulary they are learning during their core activity. To use the activities to their fullest potential, it is recommended that students become the leaders and repeaters of the language for the game as quickly as possible. Following is a schedule which was devised with a 2-hour classroom time.

ACTIVITY	TIME ALLOTMENT
Opening Activities (attendance, greetings, calendar)	15 minutes
Graphing and Chanting	15-20 minutes
TPR	5-10 minutes
Core Activity	30-40 minutes
Fluency Games	15-20 minutes

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ALL ABOUT ME

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: About Me: What English is needed to talk about yourself?

ACTIVITY 1

Objective: To introduce self and co-workers

Materials/Resources:

- None

Procedure:

1. Teacher models introductions.
2. Teacher helps learners form small groups.
3. Learners take turns introducing each other.
4. Each learner introduces one co-worker to entire class.
5. Teacher role plays introductions to supervisors, etc.

Evaluation: Students are able to introduce a colleague to entire class.

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: All About Me: What English is needed to talk about yourself?

ACTIVITY 2

Objective: Students will give short answers to the following questions:

- Where were you born? (list of countries and cities)
- Where do you live?
- How do you get to work? (on the bus, walking, in a car)
- Who's your supervisor? (Mrs., Ms., Mr.,...)
- Do you bring your lunch or buy it?
- How many people are in your family? (number)
- Where do you work?

Materials/Resources:

- world map, U.S. map
- pocket chart
- sentence strip paper with prompt ?s, short answers, and pictures to represent answers when appropriate.
- individual photographs of each student and teacher

Procedure:

(Note: Each question listed under the objective constitutes an activity. The procedure is the same for each question.)

1. Seat students around pocket chart.
2. Read prompt question aloud while moving hand under words.
3. Read the two possible answers.
4. Model answering by picking up your photo and putting it behind the correct answer. Say the answer while inserting the photo.
5. Teacher reads question again and chooses a student to answer.
6. Student picks up her/his photo and answers.
7. Repeat steps 5 and 6 until all students have answered.

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Evaluation:
Students will respond appropriately to prompt question 80% of the time.

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: All About Me: What English is needed to talk about yourself?

ACTIVITY 3

Objective: Students will respond appropriately to directions, then give same sequence of directions to a peer. The peer will follow the directions.

Materials/Resources:

- Total Physical Response (TPR) (see accompanying pages)
  - Getting Home
  - Waking Up
  - Breakfast
- Props needed to act out specific TPR sequences.

Procedure:

(Note: Each TPR series bulleted in the materials constitutes an activity. The procedure is the same for each series.)

1. Gather props needed for the sequence and set up.
2. Demonstrate the series of directions by saying each phrase, then doing what it says.
3. Repeat the sequence. Say the phrase while doing it but, in addition, have the class repeat each phrase after you.
4. Repeat the sequence, this time asking individual students to repeat after you.
5. Repeat the sequence, but only do the action and ask the entire class to supply the phrase.
6. Divide students into pairs and have one person say the directions while the other person does the action.
7. Have pairs demonstrate for the class.

Evaluation: Students will be able to respond appropriately to directions, then give same sequence of directions to a peer. The peer will be able to follow the directions.

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Getting Home

1. Walk up the stairs to your home.
2. Take out your key.
3. Unlock the door.
4. Walk through the doorway.
5. Close the door.
6. Lock the door.
7. Turn on the light.
8. Sit down in the chair.
9. Put up your feet.
10. Smile and close your eyes!

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Waking Up

1. Turn off your alarm clock.
2. Open your eyes slowly.
3. Get out of bed.
4. Stretch, yawn, and rub your eyes.
5. Walk to the bathroom.
6. Wash your face.
7. Do some exercises.
8. Make your bed.
9. Put on your clothes.
10. Walk to the kitchen for breakfast.

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Breakfast

1. Get a bowl and a spoon.
2. Get some cereal and milk.
3. Pour the cereal and milk in the bowl.
4. Pick up the spoon and eat.
5. Read the back of the cereal box.
6. You're finished. Walk to the sink and rinse out the bowl.
7. Walk to the bathroom and brush your teeth.
8. Put on your coat and walk out the door for work.

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: All About Me: What English is needed to talk about yourself?

ACTIVITY 4

Objective: Student will respond to "What's wrong? and "What do you need?" by expressing their need to:

- get a drink ("I'm thirsty. I need a drink.")
- take a break ("I need to go to the bathroom.")
- be polite ("Thank you." "You're welcome.")
- tell when they aren't feeling well ("I don't feel good.")
- express lack of understanding ("I don't understand.")
- express reason for tardiness

Student will also ask the questions "What's wrong?" and "What do you need?"

Materials/Resources:

- None

Procedure:

1. Teacher models different phrases by acting out need and saying the phrases.
2. Teacher asks 2 learners to role play phrases.
3. Students repeat phrases after teacher.
4. Students divide into pairs and practice phrases and responses.

Evaluation:

Students will be able to respond to "What's wrong?" and "What do you need?" with the appropriate phrases all the time.

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: All About Me: What English is needed to talk about yourself?

ACTIVITY 5

Objective: Student will name the relationships in her/his immediate family and complete a booklet about their family.

Materials/Resources:

- pictures of students' families
- photos of teacher's family

Procedure:

1. Teacher shares photos of her/his family, naming relationships.
2. Students take turns sharing family photos; teacher helps them name relationships.
3. Students complete "I Love My Family" booklet.
4. Students share booklet with one another.

Evaluation:

Students will complete and share booklet with class.

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: All About Me: What English is needed to talk about yourself?

ACTIVITY 6

Objective: Students will listen to a story about the first day at a new job and begin hearing the names of work areas and locations of offices and facilities.

Materials/Resources:

- list of machines and jobs with photos
- map of company floor plan
- ESL series *Collaborations*
- Adult Literacy "Collections" book

Procedure:

1. Teacher reads story to class, showing photographs of various areas of the workplace as reinforcement for the story.
2. Read a second time, this time stopping so learners can both name objects and repeat the text.

Evaluation:

Students will participate in the repeating and naming of objects.

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WORK

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: Work: What English is needed to talk about workplace people, place, and things?

ACTIVITY 1

Objective: Student will name common work objects.

Materials/Resources:

- labels for common work objects (See: *Workskills, Day By Day,* and *Let's Work Safely*)
- photographs/drawings of workplace objects
- overhead projector

Procedure:

1. Teacher shows students a label; asks if anyone can read it. Teacher or student reads the label.
2. Teacher asks if anyone knows where to put the label.
3. Students put the label on the correct object. Continue with labels.
4. Teacher shows and reads overhead copy of objects with labels.
5. Teacher hands out student copy of objects and corresponding words.
6. Students cut out words and find correct corresponding object.
7. Students use sheet for both bingo and desk TPR practice of naming of objects in subsequent days.

Evaluation:

Students will correctly name common classroom objects 80% of the time after several days of practice.

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: Work: What English is needed to talk about workplace people, place, and things?

ACTIVITY 2

Objective: Student will understand and name the different areas and departments in the workplace.

Materials/Resources:

- floor plan, photographs, map
- labels for map
- pencils
- overhead projector
- overhead copies of school map and actual school map
- Community Explorations CD Rom

Procedure:

1. Take a tour of the workplace. If not possible, take a tour by using the photographs. Teacher names the different areas, students repeat.
2. Teacher shows map of the workplace on overhead, and again names the areas.
3. Teacher gives students copy of the map and labels for areas.
4. Students match the names of the areas with the map on the overhead. They cut out the labels and glue them in the appropriate places on the map.
5. Students use their maps to point to the area the teacher names.
6. Extension activity: Use Community Explorations CD Rom to review and discuss various vocabulary topics.

Evaluation:

Students will finish their maps and point to the corresponding area on the map with 80% accuracy after practicing several days.

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: Work: What English is needed to talk about workplace people, place, and things?

ACTIVITY 3

Objective: Students will learn action verbs associated with each workplace or department.

Materials/Resources:

- Overhead sheets for areas and/or departments from company or workplace textbooks
- matrix for individual specials classes
- accompanying photographs
- Workplace maps from Activity 2
- Action verb bingo cards

Procedure:

1. Teacher shows the photos. Students repeat name.
2. Class looks at the map from Activity 2 to find the area where this takes place. They label the area.
3. Teacher asks the question, "What do you do in _____?"
4. Teacher shows the overhead with the pictures of the areas and models what students do in the particular specials.
5. Teacher repeats the question, "What do you do in _____?"
6. Students volunteer different actions; teacher writes the word in the square.
7. Students copy the word in their squares and illustrate the action.
8. Students share their drawings with the class and practice, "I _____ in _____."
9. Students play verb bingo to practice different actions associated with the different areas.

Evaluation:

Students will correctly use 2-3 action verbs associated with each work area .

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: Work: What English is needed to talk about workplace people, place, and things?

ACTIVITY 4

Objective: Students will respond appropriately to directions, then give same sequence of directions to a peer. The peer will follow the directions.

Materials/Resources:

- Total Physical Response (TPR) (see accompanying pages)
  - Cashing a Check
  - Cleaning House
  - Making a Call
- Props needed to act out specific TPR sequences.

Procedure:

(Note: Each TPR series bulleted in the materials constitutes an activity. The procedure is the same for each series.)

1. Gather props needed for the sequence and set up.
2. Demonstrate the series of directions by saying each phrase, then doing what it says.
3. Repeat the sequence. Say the phrase while doing it but, in addition, have the class repeat each phrase after you.
4. Repeat the sequence, this time asking individual students to repeat after you.
5. Repeat the sequence, but only do the action and ask the entire class to supply the phrase.
6. Divide students into pairs and have one person say the directions while the other person does the action.
7. Have pairs demonstrate for the class.

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Evaluation: Students will be able to respond appropriately to directions, then give same sequence of directions to a peer. The peer will be able to follow the directions.

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Cashing a Check

1. Walk into the bank.

2. Walk to a counter and write a check.

3. Sign it at the bottom.

4. Get in line.

5. It's your turn. Walk to the window.

6. Hand the check to the teller and say, "I'd like to cash this check, please."

7. Wait, then listen and watch while the teller counts it to you.

8. Put away the money.

9. Walk out the door.

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Cleaning House

1. Whistle and say, "This place is a mess."

2. Get the cleaning supplies and walk to the kitchen.

3. Scrub the counter top with a sponge.

4. Now wipe it off with hot water.

5. Fill a bucket with water.

6. Put some cleaner in it.

7. Pick up the mop and stick it in the water.

8. Squeeze out the extra water.

9. Mop the floor.

10. Look at the kitchen. Say, "It's clean, time to have a soda.!"

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Using a Pay Phone

1. You need to call your mother.

2. Walk to the pay phone.

3. Get the coins you need out of your pocket.

4. Put the money in the phone.

5. Wait! Listen for the dial tone.

6. Now dial the number.

7. Your mother answered. Say, "Happy Birthday, Mom!"

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: Work: What English is needed to talk about workplace people, place, and things?

ACTIVITY 5

Objective: Students will give short answers to the following questions:

- What do you like to do after work?
- What's your favorite sport?
- Do you like to read?
- What do you like to do on the weekend?

Materials/Resources:

- pocket chart
- sentence strip paper with prompt questions, short answers, and pictures to represent answers when appropriate.
- individual photographs of each student and teacher

Procedure:

(Note: Each question listed under the objective constitutes an activity. The procedure is the same for each question.)

1. Seat students around pocket chart.
2. Read prompt question aloud while moving hand under words.
3. Read the two possible answers.
4. Model answering by picking up your photo and putting it behind the correct answer. Say the answer while inserting the photo.
5. Teacher reads question again and chooses a student to answer.
6. Student picks up her/his photo and answers.
7. Repeat steps 5 and 6 until all students have answered.

Evaluation:

Students will respond appropriately to prompt question 80% of the time.

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HEALTH

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: Health: What English is needed to discuss health issues?

ACTIVITY 1

Objective: Students will identify major body parts

Materials/Resources:

- overhead projector
- Oxford Picture Dictionary/Flashcards/Magazine pictures
- pencil

Procedure:

1. Look at labeled drawing of body on overhead (teacher produced).
2. Students draw and label their body parts on their papers.
3. Students share their body pictures with class.
4. Extension activities include:
   - The Hokey Pokey

Evaluation:

Students can identify and name most of their major body parts

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: Health: What English is needed to discuss health issues?

ACTIVITY 2

Objective: Students will generate action verbs which correspond to major body parts.

Materials/Resources:

- CD Rom of *My First Incredible Amazing Dictionary*

Procedure:

1. Teacher leads class discussion of other actions that could be associated with body parts.
3. Students choose a body part to talk or write about, and generate an action verb which corresponds to the body part.
4. Teacher models sentence of body part and corresponding action verb.
5. Students work in pairs and generate more sentences like the model.
6. Students share their sentences with the class.

Evaluation:

Students can generate an appropriate action verb and share their sentences with the class.

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: Health: What English is needed to discuss health issues.

ACTIVITY 3

Objective: Students will respond appropriately to directions, then give same sequence of directions to a peer. The peer will follow the directions.

Materials/Resources:

- Total Physical Response (TPR) (see accompanying pages)
  - Getting Sick
  - Doctor's Appointment
  - Washing your Hands
- Props needed to act out specific TPR sequences.

Procedure:

(Note: Each TPR series bulleted in the materials constitutes an activity. The procedure is the same for each series.)

1. Gather props needed for the sequence and set up.
2. Demonstrate the series of directions by saying each phrase, then doing what it says.
3. Repeat the sequence. Say the phrase while doing it but, in addition, have the class repeat each phrase after you.
4. Repeat the sequence, this time asking individual students to repeat after you.
5. Repeat the sequence, but only do the action and ask the entire class to supply the phrase.
6. Divide students into pairs and have one person say the directions while the other person does the action.
7. Have pairs demonstrate for the class.

Evaluation: Students will be able to respond appropriately to directions, then give same sequence of directions to a peer. The peer will be able to follow the directions

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Getting Sick

1. You don't feel good. Put your head down.

2. Cover your mouth and sneeze.

3. Get a kleenex.

4. Blow your nose.

5. Throw away the kleenex.

6. Feel your forehead. You're hot!

7. Tell the supervisor, “I don't feel good. I need to take a sick day."

8. Get your coat and go home to bed.

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A Doctor's Appointment

1. You have a bad cold. You need to see a doctor.

2. Look up your doctor's phone number.

3. Write it down on a piece of paper.

4. Dial the number.

5. Tell the person who answers: "This is (your name). I'm a patient of Dr. (_____). I need to see the doctor today.

6. Write down the time the person says.

7. Tell them thank you and hang up.

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Washing Your Hands

1. Go to the sink.
2. Turn on the water.
3. Wash your hands with soap.
4. Rinse your hands.
5. Turn off the water.
6. Get a paper towel.
7. Dry your hands.

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: Health: What English is needed to discuss health issues.

ACTIVITY 4

Objective: Students will give short answers to the following questions:

- How do you feel?
- What's wrong? Describe your illness.

Materials/Resources:

- pocket chart
- sentence strip paper with prompt ?s, short answers, and pictures to represent answers when appropriate.
- individual photographs of each student and teacher

Procedure:

(Note: Each question listed under the objective constitutes an activity. The procedure is the same for each question.)

1. Seat students around pocket chart.
2. Read prompt question aloud while moving hand under words.
3. Read the two possible answers.
4. Model answering by picking up your photo and putting it behind the correct answer. Say the answer while inserting the photo.
5. Teacher reads question again and chooses a student to answer.
6. Student picks up her/his photo and answers.
7. Repeat steps 5 and 6 until all students have answered.

Evaluation:

Students will respond appropriately to prompt question 80% of the time.

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Essential Oral Skills for Adult ESL Learners

Guiding Question: Health: What English is needed to discuss health issues.

ACTIVITY 5

Objective: Students will identify and label pictures of people's faces and bodies according to written and oral descriptions of emotional states

Materials/Resources:

- photographs of people's faces showing different emotions
- pencil and paper

Procedure:

1. Teacher shows photographs or pictures of people who are happy, sad, scared, mad, or surprised. She/he says the word and shows the picture and makes the expression on her/his face. Students repeat.
2. Teacher gives sheet to students with circles to use as faces. They listen to words being read under each circle.
3. Teacher models drawing the appropriate face on the overhead.
4. Class continues drawing faces for different emotions.
5. Class will discuss what makes them feel (happy, sad, scared, etc.)

Evaluation:

Students' drawings will all reflect the appropriate emotion. Students will share their work and discuss emotions.

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: Health: What English is needed to discuss health issues.

ACTIVITY 6

Objective: Students will practice calling in sick to work.

Materials/Resources:

- 2 telephones

Procedure:

1. Teacher reviews TPR series of "Getting Sick".
2. Teacher models what to say when calling in sick by using one phone and asking another student to read a script to reply to what the teacher says. The room is arranged to facilitate the role play.
3. Students practice in pairs, taking turns with each role.
4. All students play their roles in front of the class.
5. Students discuss possible responses to their calls in general follow-up discussion.

Evaluation:

When students become ill at work they are able to call with the appropriate phrases and be understood.

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FRIENDS AND CO-WORKERS

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: Friends and Co-Workers: What English is needed to talk to friends and co-workers at work?

ACTIVITY 1

Objective: Students will practice asking for assistance on the job, specifically:

- how to borrow something
- how to fill out a simple form
- how to perform a work task

Materials/Resources:

- None

Procedure:

1. Teacher models phrases from above such as "How do I fill out this form" or "How do I run turn on this machine?". Class discusses possible circumstances when these would be needed.
2. Students get in pairs to practice phrases and answers.
3. Class gets in large group and students take turns asking person next to them one of the phrases above.

Evaluation:

Students can ask phrases to get information they need on the job.

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: Friends and Co-Workers: What English is needed to talk to friends and co-workers at work?

ACTIVITY 2

Objective: Students will ask for information, specifically:

- When's your birthday?
- What are you going to do after work?
- Where do you live?
- Who's your friend/co-worker?
- How many people are in your family?
- What shift do you work?
- How long have you worked here?

Materials/Resources:

- 5 x 7 index cards
- pencils

Procedure:

(Each question in the objective constitutes a separate activity. However, the procedure for each is identical.)

1. Teacher asks the question (from the objective) and shows question on the pocket chart.
2. Students answer the question with the procedure outlined in past pocket chart activities. (See *All About Me*)
3. Students copy question of the day on the front of the index card.
4. Students ask each other the question of the day. After the question is answered, the respondent signs her/his name on the back.
5. Students copy the question again on another index card. They then take this card to their classroom and repeat the procedure. Students return their cards the following day to discuss.

Evaluation:

Students participate in the activity and have signatures to show their participation.

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: Friends and Co-Workers: What English is needed to talk to friends and co-workers at work?

ACTIVITY 3

Objective: Students will ask about others' ability to do things and respond to queries about ability with a short answer. Examples of questions about ability are:

- Can you work overtime/late?
- Can you work in more than one area?
- Can you drive a car?
- Can you use a computer?
- Can you operate more than one machine?

Materials/Resources:

- pencil
- accompanying sheet
- picture dictionary
- company newsletter/brochures

Procedure:

1. Teacher models how to interview someone and has them write their names under the correct column. Teacher emphasizes asking the student to answer the question BEFORE writing their names.
2. Students and teachers generate some questions, using a picture dictionary if necessary or desirable.
3. Students ask each other questions and sign each others' papers.
4. Students share their data with the class.

Evaluation:

Students will share their data about ability with the class.

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Can You..._____?

YES	NO

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STEP ONE

Essential Oral Skills for Adult ESL Learners

Guiding Question: Friends and Co-Workers: What English is needed to talk to friends and co-workers at work?

ACTIVITY 4

Objective: Students will respond appropriately to directions, then give same sequence of directions to a peer. The peer will follow the directions.

Materials/Resources:

- Total Physical Response (TPR) (see accompanying pages)
  - Taking Pictures
  - Going to the Movies
  - Chewing Gum

Procedure:

1. Gather props needed for the sequence and set up.
2. Demonstrate the series of directions by saying each phrase, then doing what it says.
3. Repeat the sequence. Say the phrase while doing it but, in addition, have the class repeat each phrase after you.
4. Repeat the sequence, this time asking individual students to repeat after you.
5. Repeat the sequence, but only do the action and ask the entire class to supply the phrase.
6. Divide students into pairs and have one person say the directions while the other person does the action.
7. Have pairs demonstrate for the class.

Evaluation: Students will be able to respond appropriately to directions, then give same sequence of directions to a peer. The peer will be able to follow the directions

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Taking Pictures

1. Pick up the camera. You're going to take a picture of the class.

2. Tell everyone where to stand.

3. Look through the camera. Tell them to move closer together.

4. Tell someone to sit down.

5. Tell someone to move over.

6. Tell someone to get behind someone.

7. Tell everyone to smile and say **CHEESE!**

8. Take the picture.

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Bubble Gum

1. Pick up the gum.
2. Take off the wrapper.
3. Put the gum in your mouth.
4. Chew it. Chew it some more.
5. Don't swallow it!
6. Try to blow a bubble.
7. Don't pop it!
8. Throw away the wrapper.
9. Blow another bubble. Pop it!

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Going to the Movies

1. Buy a ticket for the movies. "I'd like a ticket, please."

2. Say thank you.

3. You're hungry. Buy some popcorn. "I'd like a small popcorn, please."

4. Say thank you.

5. Go inside and sit down.

6. The movie is funny. Laugh.

7. Now the movie is sad. Cry.

8. Now the movie is scary. Scream!

9. Now the movie is happy. Smile.

10. The movie is over. Clap.

11. Go home.

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